

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



TORE PRIMARY SCHOOL

HIGHLAND COUNCIL | 10 STRAND STREET | MUIR OF ORD | IV6 7SA

Introduction: Local and National Context

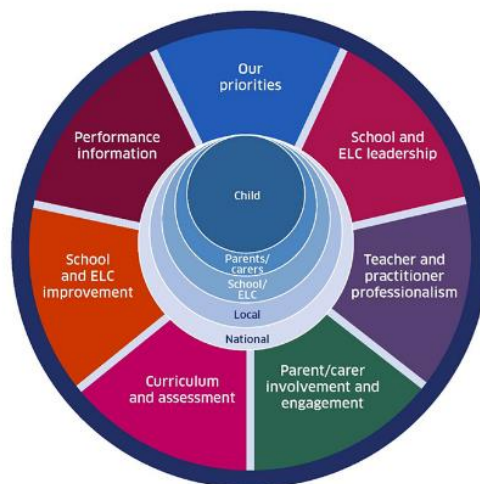
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- **How well are we doing?**
- **How do we know?**
- **What are we going to do now?**

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards – starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

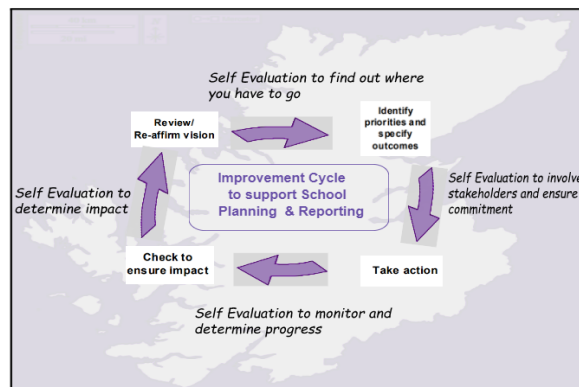
Looking outwards – learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards – creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school, which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.



When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop, and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

*Ben Sharp
Headteacher
Tore Primary School*

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Tore Primary School is a non-denominational rural school which is set in beautiful countryside and served the community since 1879. It is situated at Muckernich close to the Tore roundabout and is the community hub of the village.

There are 22 children attending the school, ranging from P1 – P7. P1-4 are taught in one class, with P5-7 taught in another.

The headteacher has overall leadership responsibility for Tore Primary School and Munlochry Primary School. The headteacher is supported by a principal teacher, who's teaching commitment is at Munlochry Primary School. Staff and children from both schools work together at various points throughout the year and support each other in multiple transition events..

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good and children achieve appropriate CfE levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

**Listening and
talking**

Good progress

Numeracy

Good progress

We have had no exclusions this year.

Aim High, Dream Big and be Your Very Best Self

Values

Honesty, Kindness, Bravery, Friendship

Aims

SHANARRI: Safe, Healthy & Active, Achieving, Nurtured & Welcomed,
Respected, Responsible, Included and Celebrated!

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

This project has been developed in response to dips in attainment in Literacy, across the cluster. There is a variation in confidence across schools in using the Benchmarks.

Progress:

- All teaching staff attended an ASG Writing Moderation INSET to support a cohesive and robust evaluation of the writing process across the ASG.
- All staff had Writing lessons observed over an initial and then a follow-up session.

Impact:

- Following this, all staff had a more comprehensive understanding of the moderation cycle and the purpose it plays in learning and teaching.
- This led to almost all staff showing a clear understanding of how to meaningfully utilise the CfE Es and Os to plan at their Level.
- Follow-up moderation sessions between ASG teachers led to valuable points being made about what needs to improve overall in Writing: quality over quantity, building sentence structure, use of speech, providing regular shorter writing challenges.
- The initial observations demonstrated that writing in the upper years was clear and consistent, but that there was a lack of longer-term structure in the lower years.
- This led to staff being consulted about the progression and planning available for Writing, and the school developing a new Writing progression in line with Highland Literacy policies.
- Following this, the follow-up observations demonstrated that all staff used a much more consistent structure for delivering Writing across the school.
- Further to this there has been a 40% improvement in Writing Achievement of a Curriculum for Excellence Level (ACEL), demonstrating that almost all pupils (92%) have achieved the Level.

- All staff have had training on how to use data from Scottish Online Formative Assessments (SOFA) and National Standardised Assessments (NSA) so that Level progression can be scrutinised comprehensively.
 - This has led to all staff using a shared planning structure within all subjects, allowing for effective scrutiny by the senior leadership team.
 - All staff are using the assessment data to update and maintain their judgments using school tracking documents, and can thoroughly explain the progress and next steps for all pupils in their classes.
 - An improved record from attainment meetings allows for evaluation in subsequent meetings to continually monitor pupil progress.
 - Almost all staff are using the Benchmarks to thoroughly scrutinise how each child is progressing, allowing for improved planned outcomes for learners.
 - This has led to all end of level learners achieving the Level in Reading (100%) and Numeracy (100%), and almost all learners achieving it in Writing (92%).

- Improvement in use of High Quality Assessments (HQA) for feedback to pupils in P3-P7.
- Infant teacher utilising and developing the use of the Focus Child sheet for evidencing child progression and development in P1 and P2
 - Almost all staff received training on the effective use of Learning Intentions and Success Criteria. These are now being used to effectively support differentiation of HQAs.
 - Evaluation of HQAs throughout the session has shown that feedback to pupils has improved, by providing clear next steps and less 'woolly' statements.
 - All pupils have been trained by teachers to be more self-reflective and can now demonstrate what they believe their next steps in learning within most subjects should be.
 - Engagement with parents has indicated that they would also like to discuss and put pupil comments on the sheet, not just from school.
 - Focus Child Sheets have been developed through their use this year to include links to benchmarks and learning intentions/success criteria. They also include an area for parents to feedback about their child's learning and development. Due to low cohort numbers, there hasn't been huge feedback, however this will be further sought next year with a view to continued effective improvements being made to impact evidence of attainment.

We have made good progress in this area.

Next steps:

- Continue to monitor and embed the updated writing progression.
- Monitor Writing levels, structure, content, and pace.
- Ensure target setting through LI/SC in writing and across the curriculum is robust and effectively supports all learners' needs.
- Develop tracking along with local authority guidance, to become a more usable and robust system.
- More robust learning conversation system between teachers and pupils, on a more regular basis.
- Begin to explore the possibility of using digital profiling to share HQAs and continue to monitor robust use of HQAs/Focus Child Sheets.
- Update School Curriculum Rationale.

School Priority: Improving Learner Participation

Purpose:

This project has been developed in response to research that was commissioned by the Children and Young People's Commissioner Scotland and carried out by the University of Stirling. This demonstrated that schools who were performing higher than expected in attainment had a strong focus on learner participation.

As a school, learner participation has not had a large focus, especially during the Covid pandemic and immediately afterwards. Pupils have indicated that they would like a bigger role in whole school decisions and want to see the impact of these decisions, so that they can take responsibility for their school.

Progress:

- Jointly all cluster staff were surveyed about current classroom experience of learners and their readiness and capacity for building in a wider level of learner participation.
- All pupils surveyed their views on the level of learner participation within the school.
- Almost all staff within the school took part in a collegiate session to explore the use of creating Citizenship Groups based around the

Impact:

- Staff initially showed that 15% felt that pupils' views and ideas do not have an impact on school improvement. This led to a further survey later in the year demonstrating that 100% of staff felt that pupil views now have an impact on the school based on the work done as part of the School Improvement Plan.
- Initially 15% of staff indicated that they were unsure if time was ever allocated to implementing structures or discussions to embed learner participation. This led to not only 100% of staff knowing that time was allocated to this purpose, but 67% of staff agreeing that it was done to a large degree.
- 30% of staff expressed that there was no consideration for how pupils are included in monitoring and evaluating participation. However, on reflection from the work carried out, 100% of staff agree that there is now consideration for this.
- This led to pupils expressing that although a majority (79%) of them agree that staff are interested in how they feel about learning, less than half (26%) felt involved in the planning of learning.
- A Young Leaders of Learning group will be formed to discuss this later in the year with pupils, however, capacity within the school didn't allow for it.
- All staff have an awareness and good knowledge of how HGIIOUS and HGIOURS underpins learning and teaching.

'How Good is OUR School' document, and how this can link with learner participation.

- Jointly, almost all staff within the cluster took part in collegiate training using research informed practice to study the benefits of learner participation within the school.
 - This led to one of the HGIOURS themes being thoroughly explored by pupils to support the improvement of **health and wellbeing**.
 - Further to this, a few pupils were selected by their peers, to discuss with the headteacher, matters arising from surveys, discussions and research that they had carried out. Pupils and the headteacher were able to action certain points of improvement, which led in one case to a whole school assembly to further discuss actions and implement the chosen areas for change.
 - All pupils from P1-P7 were able to partake in meaningful change initiatives within the school – all derived from pupil voice.
- Cluster staff reviewed planning structures to ensure that there is opportunity for learner participation to be built into the daily running of the classroom.
 - This led to the principal teacher supporting staff with an evidence informed presentation about the benefit and direction Learner Participation can take.
 - The presentation was then adjusted and delivered to the wider community at an open afternoon.
- Primary 5, Primary 6 and Primary 7 pupils were given the opportunity to take part in Young Leaders of Learning (YLL).
 - Almost all staff engaged at a collegiate session to review IDL and Core subject planning.
 - This led to staff collectively deciding to incorporate a choice in the planned learning, asking pupils for their preference of topic order, within certain subjects. This will be incorporated into planning next session.
- Whole school engaged in the *'7 Golden Rules of Learner Participation'*
 - This led to the pupils being trained by Education Scotland and Local Authority Officers.
 - A dedicated team will be set up to support learning from a pupil voice within the classrooms and to link with other schools.
 - This led to an assembly to discuss comments that were made, almost all of which were positive, but that they wanted more choice in the classroom.
 - Principal teacher has begun to investigate the Bronze Rights Respecting School, and will support the formation of a RRSA group next session.

We have made good progress in this area.

Next steps:

- Young Leaders of Learning group to
- Young Leaders of Learning group to identify barriers in classroom learner participation and how to overcome challenges by undertaking an attitudes survey.
- Incorporate choice of topic order into planning.
- Rights Respecting School group to be formed and bronze award action plan to be detailed.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

This year, Tore Primary School did not receive any Pupil Equity Funding.

Wider achievements

Coileanaidhean nas fharsainghe

Athletics

A team of the older pupil took part in the Ross-shire County Sports, where the school team came an overall third place. Multiple first place medals were also won by many of the children, and the teamwork and practice paid off for an excellent relay run.

Cross Country

Our two cross country teams showed exceptional standards of behaviour and teamwork. Both the boy's and the girl's teams did really well, pushing themselves through some chilly conditions.

Young Engineers

The Young Engineers Competition allowed pupils to take part in an engineering challenge that saw them engaging with really engineers and having work displayed in Aberdeen Robert Gordon University. The hard work and dedication to the job meant that all pupils were shortlisted for the winning place!

Many of our pupils also take part in extra curricular activities such as Scouts and Sea Cadets, continuing to demonstrate high levels of behaviour and social ability in the local community.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

Learners:

- 'We get lots of opportunities to participate.'
- 'Sometimes we don't get to change how things are done, but the Citizenship Group has helped this.'
- 'We feel challenged to work at a higher level.'
- 'I often get the opportunity to work with people I get on with and I feel more productive when that happens.'
- 'There is a good range of numeracy and literacy task every week.'
- 'We like being able to choose activities to use for learning.'
- 'We get to decide how to set up the class.'
- 'We have to sometimes work on our own, which can be challenging.'

Staff:

- 'Our support staff are brilliant, know the children and their backgrounds really well, and anticipate needs. We would find it difficult without them.'
- 'The embedding of the High Quality Assessments has gone really well, and they are quickly becoming part of the school ethos. Pupils are really clear with their reflective comments and are getting better at understanding their own next steps. The link with parents is great for sharing the learning.'
- 'Learner participation has become a strong part of the school and is becoming more embedded, so long as we can make it long term sustainable as a group. We are ensuring a focus within classroom learning.'
- 'We have managed to take part in a lot of outdoor learning this year. The children really benefit from this wider range of learning opportunity.'
- 'Interventions have played a huge part in the support of raising attainment, with all children showing progress in their different areas.'

Families:

- 'I can really see where my daughter has improved in her learning.'
- 'Our child is growing in confidence, his reading knowledge has improved, and he is demonstrating a wider range of social skills.'
- 'I am incredibly impressed with the level of vocabulary.'
- 'Writing has really improved this year.'
- 'So proud of the improvement in reading.'
- 'It is wonderful to see how far he has come on in the last few years.'
- 'The improvement in one year is incredible.'
- 'Confidence and social ability has really improved.'

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	2021-22	2022-23
QI 1.3 Leadership of change	Satisfactory	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Health and Wellbeing

This project has been developed in response to the National Priorities of placing the human rights and needs of every child and young person at the centre, as well as providing an improvement in children's health and wellbeing. An improvement priority from the previous year's Improvement Plan has outlined through learner participation that the '**rights of the child**' are not well known across the school. A parental survey also highlighted that rights and **digital safety** were in need of focus, with parents indicating that online bullying, privacy and security, and self-image were a top priority. School self-evaluation has indicated that although there is a positive ethos across the cluster where respect is demonstrated both to and from the pupils, resilience is low which is having further impact on **equality and inclusion** for all.

Learning and Teaching

This project has been developed in response to the National Priorities of closing the attainment gap between the most and least disadvantaged children and young people and improvement in attainment, particularly in literacy and numeracy. Further to this it has been identified through school data and the organisation of the PEF, **that attainment in literacy** especially could be increased and support provided to those with gaps in attainment. Local Authority Priorities and initiatives have also encouraged all primary settings to engage with new **Literacy and Numeracy Frameworks** so as to create a consistent delivery of learning across the region. Parental feedback has identified that input into building a **culture of reading** in the school is essential, with emphasis on reading for pleasure and the pedagogy of reading being high on the list of priorities.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [here](#) or by contacting the school office